

Fort Mill Elementary

192 Springfield Parkway
Fort Mill, South Carolina 29715

Grades	K-5 Elementary School	
Enrollment	696 Students	
Principal	Karen H. Helms	803-547-7546
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Martha Kinard	803-548-1769

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	9	0	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	No
2005	Good	Below Average	Yes
2006	Good	Below Average	No

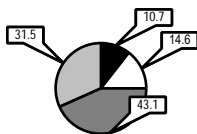
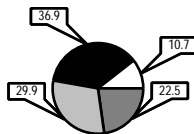
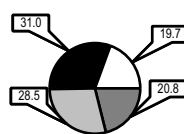
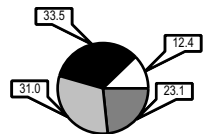
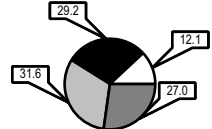
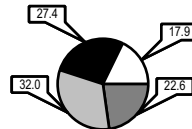
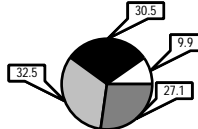
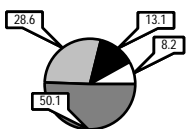
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	385	99.7	14.6	31.1	42.9	11.5	67.2	Yes	Yes
Gender									
Male	218	100.0	18.7	33.5	40.4	7.4	60.6	N/A	N/A
Female	167	99.4	9.1	27.9	46.1	16.9	76.0	N/A	N/A
Racial/Ethnic Group									
White	312	99.7	12.3	27.7	46.6	13.4	71.6	Yes	Yes
African American	59	100.0	24.5	49.1	24.5	1.9	43.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	310	100.0	7.3	31.8	48.8	12.1	74.4	N/A	N/A
Disabled	75	98.7	45.6	27.9	17.6	8.8	36.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	99.7	14.6	31.1	42.9	11.5	67.2	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	99.7	14.2	31.2	43.3	11.3	67.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	104	100.0	33.0	45.5	18.2	3.4	37.5	Yes	Yes
Full-pay meals	281	99.6	8.6	26.4	50.9	14.1	77.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	385	99.7	10.4	29.7	22.4	37.5	70.6	Yes	Yes
Gender									
Male	218	100.0	10.8	28.6	23.6	36.9	70.4	N/A	N/A
Female	167	99.4	9.7	31.2	20.8	38.3	70.8	N/A	N/A
Racial/Ethnic Group									
White	312	99.7	7.9	26.0	24.0	42.1	76.7	Yes	Yes
African American	59	100.0	20.8	50.9	13.2	15.1	37.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	310	100.0	5.2	28.0	26.0	40.8	77.9	N/A	N/A
Disabled	75	98.7	32.4	36.8	7.4	23.5	39.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	99.7	10.4	29.7	22.4	37.5	70.6	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	99.7	9.9	30.0	22.1	38.0	70.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	104	100.0	22.7	50.0	14.8	12.5	39.8	Yes	Yes
Full-pay meals	281	99.6	6.3	23.0	24.9	45.7	80.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	385	100.0	19.6	28.5	20.7	31.3	52.0
Gender							
Male	218	100.0	18.7	27.6	19.2	34.5	53.7
Female	167	100.0	20.6	29.7	22.6	27.1	49.7
Racial/Ethnic Group							
White	312	100.0	15.4	25.9	21.8	36.9	58.7
African American	59	100.0	41.5	39.6	15.1	3.8	18.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	310	100.0	13.1	29.4	23.5	33.9	57.4
Disabled	75	100.0	46.4	24.6	8.7	20.3	29.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	19.6	28.5	20.7	31.3	52.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	100.0	19.2	28.2	20.9	31.6	52.5
Socio-Economic Status							
Subsidized meals	104	100.0	37.5	45.5	8.0	9.1	17.0
Full-pay meals	281	100.0	13.7	23.0	24.8	38.5	63.3

Social Studies							
All Students	385	100.0	12.3	30.7	22.9	34.1	57.0
Gender							
Male	218	100.0	9.9	31.5	23.6	35.0	58.6
Female	167	100.0	15.5	29.7	21.9	32.9	54.8
Racial/Ethnic Group							
White	312	100.0	10.6	27.3	23.5	38.6	62.1
African American	59	100.0	17.0	50.9	22.6	9.4	32.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	310	100.0	7.6	30.8	24.6	37.0	61.6
Disabled	75	100.0	31.9	30.4	15.9	21.7	37.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	12.3	30.7	22.9	34.1	57.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	100.0	11.9	30.8	23.2	34.2	57.3
Socio-Economic Status							
Subsidized meals	104	100.0	22.7	51.1	18.2	8.0	26.1
Full-pay meals	281	100.0	8.9	24.1	24.4	42.6	67.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	119	100.0	5.5	32.1	54.1	8.3	62.4
	4	120	100.0	8.0	38.1	47.8	6.2	54.0
	5	104	100.0	10.2	46.9	39.8	3.1	42.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	99.2	13.3	23.9	45.1	17.7	62.8
	4	135	100.0	18.5	34.7	40.3	6.5	46.8
	5	128	100.0	11.7	34.2	43.3	10.8	54.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	119	100.0	8.3	51.4	26.6	13.8	40.4
	4	120	100.0	7.1	31.0	29.2	32.7	61.9
	5	104	100.0	14.3	38.8	29.6	17.3	46.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	99.2	7.1	41.6	26.5	24.8	51.3
	4	135	100.0	12.9	19.4	24.2	43.5	67.7
	5	128	100.0	10.8	29.2	16.7	43.3	60.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	119	100.0	17.4	37.6	22.9	22.0	45.0
	4	120	100.0	20.4	25.7	21.2	32.7	54.0
	5	104	100.0	23.5	26.5	19.4	30.6	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	26.3	33.3	22.8	17.5	40.4
	4	135	100.0	18.5	25.0	21.0	35.5	56.5
	5	128	100.0	14.2	27.5	18.3	40.0	58.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	119	100.0	9.2	32.1	23.9	34.9	58.7
	4	120	100.0	14.2	32.7	30.1	23.0	53.1
	5	104	100.0	20.4	33.7	24.5	21.4	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	7.0	29.8	27.2	36.0	63.2
	4	135	100.0	13.7	29.0	26.6	30.6	57.3
	5	128	100.0	15.8	33.3	15.0	35.8	50.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 696)				
First graders who attended full-day kindergarten	100.0%	No change	97.2%	100.0%
Retention rate	0.4%	Down from 0.6%	1.6%	2.8%
Attendance rate	97.5%	Up from 95.5%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	Down from 8.5%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.3%	Down from 4.7%	0.5%	0.0%
Eligible for gifted and talented	29.4%	Down from 31.0%	27.6%	10.4%
On academic plans	24.0%	N/AV	18.6%	33.6%
On academic probation	10.4%	N/AV	1.2%	1.0%
With disabilities other than speech	7.8%	Down from 8.4%	6.7%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	50.0%	Down from 56.5%	58.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.0%	N/A	2.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 89.2%	90.4%	87.3%
Teacher attendance rate	95.5%	Up from 95.2%	95.1%	94.9%
Average teacher salary	\$43,500	Up 0.4%	\$43,853	\$42,485
Prof. development days/teacher	20.3 days	Up from 11.4 days	12.7 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	6.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	19.5 to 1	18.6 to 1
Prime instructional time	89.8%	Up from 88.6%	90.4%	89.7%
Dollars spent per pupil*	\$6,097	Down 2.4%	\$6,406	\$6,557
Percent of expenditures for teacher salaries*	70.8%	Down from 71.7%	67.2%	64.0%
Percent of expenditures for instruction*	73.7%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At FMES, student performance is at the center of all efforts. Test scores for FMES students from the Spring 2005 PACT (Palmetto Achievement Challenge Test) indicate that (1) 94.5% of all third graders met standards in English/language arts, 80.2% in math, 82.6% in science, and 90.8% in social studies; (2) 92.0% of all fourth graders met standards in English/language arts, 88.2% in math, 79.6% in science, and 85.5% in social studies; and (3) 89.8% of all fifth graders met standards in English/language arts, 83.9% in math, 76.5% in science, and 79.6% in social studies. In grades 3-5, 128 students qualified for the All-Year Homework Team Celebration, representing 34.5% of our 3rd - 5th grade students completing all of their homework during the year.

The school year saw continued focus on current successful programs and the implementation of new programs in our five-year SACS School Improvement Plan. We added a lead teacher to our faculty who provided excellent guidance for teachers. Teachers were provided more collaborative planning time to improve the content and flow of lessons. All current staff members were trained on the use of Thinking Maps. The Measure of Academic Progress (MAP) test scores were used to effectively guide instruction and to provide student progress. A second computer lab was created and outfitted with laptops and wireless technology, to help students stay current with today's ever-changing technology. This year we also activated four core curriculum committees comprised of cross-grade-level faculty in Math, English/Language Arts, Science and Social Studies. We used the Measure of Academic Progress (MAP) diagnostic and prescriptive test scores to improve classroom instruction. FMES continued many existing programs including a successful Career Day, a Career Village, an expanded Character Education Program, D.A.R.E., and Exchange City. Our active PTO was instrumental in supporting classroom teachers' efforts by making donations to grade levels, to related arts, and to classroom libraries. They provided startup classroom book sets for new teachers, a new workstation, new AverKeys, and Barrier Island scholarships. Our children demonstrated their generosity through many community outreach events and fundraisers including projects for the Humane Society, Hurricane Katrina Relief, and a toy drive with the Fort Mill Police Department. These activities are critical to ensure our children increase their community awareness and to show them how their efforts at any age impact the community in which they live.

The mission of Fort Mill Elementary School and its community is to provide a quality education for our students. This process includes establishing a foundation for life-long learners who are responsible individuals and confident problem solvers in an ever-changing world. We expect to improve and to grow as we continue the high level of education we have provided in the past. Deepest appreciation is expressed to our district administration, to our School Board, to our school faculty and community, to our incredible parent volunteer force, our fabulous PTO, and you! We cannot do this without each and every one of you.

Sarah Heins, School Improvement Council Chair
Karen Helms, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	113	91
Percent satisfied with learning environment	97.9%	85.8%	94.4%
Percent satisfied with social and physical environment	97.9%	87.5%	93.4%
Percent satisfied with school-home relations	95.7%	83.8%	87.8%

*Only students at the highest elementary school grade level at this school and their parents were included.